

MODULE 7: WHAT'S NEXT?

Session 4:
Classroom MBI
Team Training
Presented by the
MBI Consultants.

Putting Montana Students First **A⁺**



LEARNING GOAL

Self-Assessment Information
Tier 2 Information
Action Planning

CLASSROOM SELF-ASSESSMENT

1. Teachers will complete this after training
 - Determine the extent of the effective practices in place in the classroom
 - Teachers develop personal action plan
2. Turn to Workbook (pp. 15-19) to complete assessment
3. MBI team uses Summary for Improvement (pp. 20-21)
 - MBI team can determine school-wide goals for professional development

**TAKE THIS INFORMATION
BACK TO YOUR SITE...**

ACTION PLANNING

1. Complete the **TFI** with your **consultant**.
2. What is our school classroom **data** telling us?
3. Is there a need for **staff training**?
4. **What** actions need to be taken?
5. **When** will the actions be taken?
6. **How** will we know when it is done?

RESOURCES

MBI web site: training materials

<http://opi.mt.gov/Educators/Teaching-Learning/Special-Education/Montana-Behavioral-Initiative-MBI>

PBIS web site: videos, research, powerpoints

www.pbis.org

University of Florida web site:

“Positive Behavior Support: A Classroom-Wide Approach to Successful Student Achievement and Interactions” (pdf)

<http://cfs.cbcs.usf.edu/publications/RMRT/PDF/4Pasco-PBS.pdf>

Missouri Positive Behavior Supports

www.pbissmissouri.org

FLORIDA: REAL MANUALS FOR REAL TEACHERS

*Creating Environments that Work for All Students:
Real Manuals for Real Teachers*



*Positive Behavior Support:
A Classroom-Wide Approach to
Successful Student Achievement
and Interactions*



<http://cfs.cbcs.usf.edu/publications/RMRT/PDF/4Pasco-PBS.pdf>



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REMEMBER THE BASICS...

We can't “**make**” students learn or behave

We can create environments to increase the likelihood that students will **want** to learn and behave

SYSTEMS APPROACH IS NEEDED

Maintain fidelity

Sustain the components of instruction

Keys to remember:

- Student behavior won't change until adult behavior changes – **ADULTS MATTER!**
- All behavior change is an instructional process – **INSTRUCTION MATTERS!**
- The simplest way to make a difference in the success-to-failure ratio of a student
– **PRACTICES MATTER!**

(Terrance M. Scott)

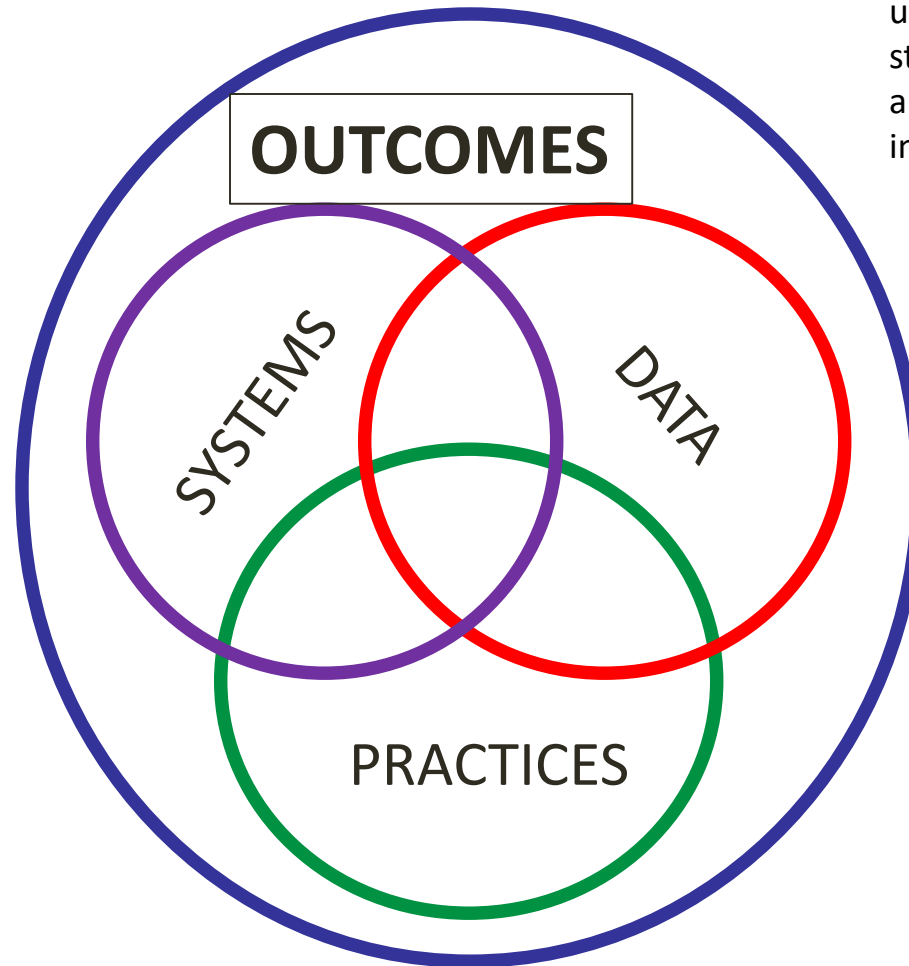
SOCIAL COMPETENCE AND ACADEMIC ACHIEVEMENT

OUTCOMES: The academic, social and behavioral targets that are endorsed and emphasized by students, families and educators

DATA: The information that is used to identify the current status, the need for change and the effects of interventions

**Supporting
Staff
Behavior**

**Supporting
Decision
Making**



PRACTICES

**Supporting
Student Behavior**

SYSTEMS: The supports that are needed to enable accurate and durable implementation of the practices of SW-PBS by all staff

PRACTICES: The evidence-based interventions and strategies that are taught and that structure the way staff members interact with students

AND THEN... TIER TWO

- **MBI Team attended Session 4:** Classroom MBI staff training and addressing classroom implementation
- **Sites have Tier I Universals in place**
 - Score 70% on the TFI
- **Tier II Readiness Checklist**
 - Completed before considering Tier II Training
- **MBI Tier II/Secondary Systems Development Plan**

TIER II TRAINING

Classroom Problem-Solving Training

Tier II System Training – prerequisite to other Tier II training

Check In, Check Out (CICO) - Regionally

Social Academic Instructional Groups (S/AIG)

- coming soon

Check & Connect - Regionally

Functional Behavior Assessment – Behavior Improvement Plan (FBA-BIP) - coming

TEAM TIME

Discuss how you might support implementation of the following in your building:

- Active Sequencing and Offering Choice
- Academic Success and Task Difficulty
- Administrative class-room Walk-Through
- Consider goal for Tier II
- Add to action plan

Report out at 3:30